Moberly Area Community College
Common Syllabus

HST102 Western Civilization II

Current Term

Instructor: 
Office number: 
Office hours: 
Contact information: 
Classroom number: 
Class days and time: 

Catalog Description: HST102 Western Civilization II (3-0-3)
Students are introduced to Western culture beginning with the Renaissance and Reformation and progressing through the Scientific Revolution, the Enlightenment, the Age of Revolution, the Industrial Revolution, and the major events of the nineteenth and twentieth centuries. Humanism, secularism, human rights, the doctrine of progress, liberalism, conservatism, totalitarianism, socialism, Darwinism, and many other ideological concepts are examined. (SP)

Prerequisite/Co-requisite: None

Text: For In-seat/Virtual Sections: The text is an ebook included with the class. There is no print option available in the MACC bookstore.
Title: Western Civilization
Author: Spielvogel
Publisher: Cengage
ISBN: 978-0-357-36297-6

For Online Sections:
Title: West: Narrative History, Vol. Two
Author: Frankforter
Edition: 3rd Edition 2013
Publisher: Pearson

Other required materials: Per instructor

Purpose of Course: Western Civilization II offers students insight into the history and development of what we commonly refer to as Western Civilization in the modern era. Our religious traditions, forms of state, cultural values, and ways of thought and behavior, derive from the Western historical experience - and from interactions between Western and non-Western societies. The student explores the institutions and ideas which have gone into creating modern Western civilization.
Moreover students will develop analytical thinking, reading, and writing skills as they explore the links between developments of the past and present ways of living in the Western world.

Course Objectives: Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge of major events in Western history over the past five hundred years.
2. Demonstrate knowledge of and sensitivity to the origin and development of various cultures and acquire the ability to compare and contrast those civilizations.
3. Demonstrate awareness of how economic, political, and social developments interconnect in the shaping of Western civilization.
4. Compare the working and life experiences of "ordinary" people in the past with those of today.

Course Content: Major topics: Background to Early Modern Europe; Reformation Europe the expansion of Europe; the rise of Absolutism; the Scientific Revolution and the Enlightenment; the Age of Revolution and Napoleon; Industrial Revolution and its social effects; Nationalism, Conservatism, Liberalism in the nineteenth World War I; interwar years and World War II; revival of Europe and the Cold War; decline of Communism.

Assessment of Student Learning: (Instructors will state the course requirements and grading system. Student learning outcomes may be measured through, but not limited to, the following: objective and essay questions, papers, quizzes, oral presentations, small group work, and/or projects. Instructors are free to use their own grading procedures, consistent with the general policies and guidelines of the College.)

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignment(s)/Project(s): Per instructor

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:
• **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

• **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

• **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

• **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook, M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the
course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<th>Virtual Course</th>
<th>Being present, via appropriate platform, for scheduled class meetings/activities</th>
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<tr>
<th>Hybrid Course</th>
<th>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</th>
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<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<tr>
<td></td>
<td>• Submission of assignments during class meetings and online</td>
</tr>
<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
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<tr>
<th>Online Course</th>
<th>Active participation in an online course includes the following:</th>
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<tbody>
<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
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<tr>
<td></td>
<td>• Submission of assignments</td>
</tr>
<tr>
<td></td>
<td>• Participation in threaded discussions</td>
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Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Tardiness:** Per instructor’s policy

**Make-up and late work:** Per instructor’s policy
Extra-credit work: Per instructor’s policy

Student Email: MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement: Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.